

YEAR 6 – SPRING TERM	
Subject Skills	Subject Knowledge
ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Read whole novels which are structured in different ways and are of different genres • Check understanding of texts through discussion and exploration of the meaning of words in context • Identify and discuss themes and conventions in and across a wide range of writing • Ask questions to improve understanding of a text • Increase familiarity with a wide range of books and books from other cultures and traditions • Make predictions what might happen from details stated and implied • Challenge the views of others courteously • Use a dictionary and a thesaurus efficiently • Understand how words can be built from root words • Review their writing, identify strengths and areas for development for future writing • Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing • Assess the effectiveness of their writing against the context and purpose • Use what they have read, seen and listened to when considering what to write • Identify the audience and purpose of different writing • Write longer passages • Structure and organise writing in a variety of ways • Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience. 	<p>The Lion, The Witch and The Wardrobe by C.S. Lewis - pupils will have the opportunity to develop their knowledge of:</p> <ul style="list-style-type: none"> • How to write for a wide range of purposes and audiences • How a narrative is structured for effect • How to use dialogue to advance the action in a narrative and accurately punctuate speech • How a newspaper reports events • A wide range of promotional material and its effects on the reader • Reviews for a range of purposes • The biographies and background of authors and poets and why they are important • How to use grammatical structures that are appropriate to the writing • How to use a range of devices to build cohesion in their writing • The ways in which an author crafts their writing and how to use what they have read to produce their own texts • The grammar and vocabulary requirements of the KS2 curriculum
MATHS	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p>Number: Decimals</p> <ul style="list-style-type: none"> • Identify the value of each digit in numbers given to 3 decimal places and 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Number (Decimals) - strategies for multiplying and dividing decimals by whole numbers; strategies for calculating percentages

multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.

Number: Percentages

- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Number: Algebra

- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measurement Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
- Convert between miles and kilometres.

Measurement: Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other

- **Number (Algebra)** - understand the concept of algebra; know how to find missing values using algebra

- **Measurement (Converting Units)** - measurements of length, mass, volume and time

- **Measurement (Perimeter, Area and Volume)** - know how to use formulae for finding area (rectangles, triangles and parallelograms) and volume

- **Number (Ratio)** - understand and use ratio with numbers and with scale factors for shape.

<p>units (mm³, km³)</p> <p>Number: Ratio</p> <ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	
SCIENCE	
<p>Working scientifically – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests • Use simple models to describe scientific ideas • Identify scientific evidence that has been used to support or refute ideas or arguments 	<p>Properties of Materials (and reversible changes) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating • Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • How dissolving, mixing and changes of state are reversible changes • Absorbency of materials <p>Living things and their habitats - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion
ART/DT	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Add colour neatly and with some skill • Neatly and accurately use watercolour paints • Cut wood independently • Design and make a wind-chime using wood and metal • Neatly apply paint to wood 	<p>Wind Chimes – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Current design ideas • Wind chime design needs • How to write a specification • Materials and their functions

<ul style="list-style-type: none"> • Select and use a range of tools with some accuracy • Create design ideas • Evaluate their own work • Make and use a template 	
COMPUTING	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Design, write and debug a program using a second programming language • Make realistic plans to achieve aims • Write a program that accepts inputs other than keyboard and mouse and produces outputs other than screen or speakers • Choose appropriate tools, equipment, materials, components and techniques • Recognise logical reasoning and detect and correct errors in algorithms (and programs) • Identify what is working well and what could be improved • Report concerns in a range of ways and inappropriate behaviour in a variety of contexts and learn strategies for handling cyberbullying should it arise 	<p>Digital literacy – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Privacy rules and how to handle a difficult online situation to avoid potential hazards and illegal situations • Cyber-bullying and how to protect themselves and others in a digital world <p>Information Technology - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The tools and techniques for creating resources on Publisher • Solving the plastic straw problem in our world’s oceans and protecting marine life <p>Computer Science - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Sphero and Sphero Edu App • Sensors, conditional statements, loops, variables <p>Spreadsheets – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Formulae, formatting and graphs • The costs associated with collecting pollution using spreadsheets • How to calculate potential spending and recycling profits
FOOD SCIENCE	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks • Use knowledge of ingredients to adapt recipes • Prepare some simple recipes including healthy salads • Evaluate their ideas and products against their own design criteria • The safe use of a knife 	<p>Introduction to Food – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to work safely and hygienically with food • The names of some basic equipment • A healthy diet using the Eatwell Guide
FRENCH	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Understanding the main points and some detail from a short, spoken passage • Understanding simple questions and respond to them appropriately • Ask and answer simple questions using short sentences • Recognise the 1st,2nd,3rd, person singular of some common verbs in the 	<p>Sports & Hobbies – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Names of the different parts of the body • Correct terms for the sports and hobbies they enjoy <p>Grammar – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • 1st,2nd,3rd person singular of irregular verbs AVOIR and ETRE (consolidation) • 1st,2nd,3rd person singular of the some regular verbs ie. JOUER

<p>present tense</p> <ul style="list-style-type: none"> • Recognise whether nouns are singular or plural including some irregular plurals • Write a few simple sentences from memory to describe a place, person or thing • Use the correct article to match the gender of the noun 	<ul style="list-style-type: none"> • 1st, 2nd, 3rd person singular of the irregular verb FAIRE • Simple question forms of high frequency verbs
<p>HUMANITIES</p>	
<p>Geography - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Locate places studied • Understand the effect that physical features can have on the environment • Understand how some key physical processes are responsible for the resulting landscape feature • Describe hazards from physical environments and ways in which we try to manage them e.g. avalanches in mountain regions • Use physical and political maps to describe key physical and human characteristics of regions <p>History - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain how and why it is possible to have different interpretations of the same event • Comment with confidence on the value of a range of different types of sources for enquiries • Make appropriate use of dates and terms • Begin to select and organise information to produce structured work 	<p>Geography - South America - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Countries • Culture • Climate & geographical features • Major industries • People of South America • How life is different in the UK compared to South America <p>History - The Unification of Britain - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country • Where the Anglo-Saxons and Vikings came from • Alfred the Great and his laws • How Danelaw was introduced and how they fought for territory and power • How their fighting ultimately led to the kingdom of England we know today
<p>MUSIC</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Performing - in a group keeping my own part going; from simple notation; with a sense of accuracy using musical elements; confidently and accurately in a range of different situations with greater awareness of musical elements • Listening & Appraising - listen to music and answers questions about it; 	<p>Concert Prep – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Strategies for how to produce an effective performance • How to compare performances – including knowing the correct terminology (10 musical elements) <p>Music Theory – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Recap and build on the skills acquired from Year 5 in relation to note reading.

<p>suggest improvements to my own and other peoples' work; describe, compare and evaluate music using the correct vocabulary; talk about music from a range of contexts using the musical elements accurately</p>	<ul style="list-style-type: none"> Recapping the previous year's knowledge of names of notes, and remembering the correct values and expanding these to include higher level vocabulary Recapping the previous year's knowledge of pitches of notes and knowing where to locate these on the musical staff and on the keyboard and expanding on this to include bass clef, or leger lines
<p>PE</p>	
<p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Perform a variety of balances Perform a variety of rolls Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Perform a volley on your own and with a partner Perform a volley in a game situation Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Demonstrate understanding of the footwork rule Demonstrate the chest pass with some control Catch a ball Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Demonstrate a tag tackle in a game Pass the ball backwards to a teammate Catch a pass from a team mate Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Complete a basic orienteering course Plan a basic course with help Identify markers in front of me on the map 	<p>Gymnastics - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Why a warm up is important What a 'balance' is Different types of rolls <p>Volleyball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> how a game of volleyball works and how it is scored <p>Netball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> What footwork means How a game of netball works <p>Rugby - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Which way you run and which way you pass How a game of tag rugby works <p>OAA - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> What orienteering is The names of some symbols on a map
<p>PSHE</p>	
<p>Dreams and Goals – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> how to motivate themselves and set success criteria so that they will know whether they have reached their goal complimenting other people and recognising their contributions and achievements 	<p>Dreams and Goals - pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> their own personal learning strengths and why it is important to stretch the boundaries of their own current learning problems in the world that concern them and be able to talk to other people about them people who are suffering or who are living in difficult situations

<p>Healthy Me – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • emergency aid procedures and know how to get help in emergency situations • knowing when they feel stressed and the triggers that cause this 	<ul style="list-style-type: none"> • some of the ways in which they can work with other people to help make the world a better place <p>Healthy Me – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> • the impact of food on the body, eg, creating energy, giving comfort and altering mood • different types of drugs and their uses and their effects on the body particularly the liver and heart • when alcohol is being used responsibly, anti-socially or being misused • what it means to be emotionally well and will explore people’s attitudes towards mental health/illness • how stress can cause alcohol misuse
<p>RE</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Describe the impact of beliefs and practices on individuals, groups and communities • Ask relevant questions and comment on issues raised in response to learning • Gather, select and organise information using a range of sources • Respond to issues raised and relate some of them to aspects of my own life • Describe how people can inspire and make a positive difference to the lives of others • Use key religious vocabulary to describe features of religions • Express opinions and contribute to class discussion responding or adding to the views of others • Explain why people have beliefs and why we learn about different faiths and cultures • Organise and present my work using a range of different styles • Describe in detail how people celebrate different religious practices • Describe similarities and differences within and between religions and beliefs 	<p>Important Christian Figures (Continued) – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The positive influences that impact their own lives • The lives of key important Christian figures such as Martin Luther King, Florence Nightingale, Rosa Parks and Dr Barnardo <p>Islam – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The importance of ‘The Five Pillars of Islam’ and how they shape the lives of Muslims and show commitment • The second pillar ‘Salah’ and how Muslims pray • Why prayer is important and why people perform this ritual • The important features of a prayer mat